

KYAE Common Core Standards PD FY2011-2012

## Unpacking Chart for Writing Standards (6th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W6.1 Write arguments to support claims with clear reasons and relevant evidence.					
W6.1a Introduce claim(s) and organize the reasons and evidence clearly.	Introduce  Organize	Claims  Reasons and evidence	Write arguments	Analyze	Ask students to think about something they bought that did not work or did not meet the expectations set forth in its advertisement. Have them consider how they would approach the manufacturer/place of purchase to ask for a refund. Ask students to write two reasons and supporting evidence to help prove their claim about the product. Have students share their responses with the class.

W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Support (With clear reasons and relevant evidence)	Claims	Write arguments	Analyze	Give students an article on a health topic, e.g., how to reduce your cholesterol level, what to do in case of a heart attack, how to care for a sprain. Ask them to highlight the reasons and evidence the author gives to support the claims made in the article. Discuss students' choices as a class.
W6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Use	Words, phrases and clauses	Write arguments	Create/Synthesize	Give students an article from a newspaper, magazine or the Internet about a topic of interest, e.g., texting while driving, extending the drop-out age to 18, need for prenatal care. Ask students to identify one of the claims made by the writer and the reason for that claim. Ask them to show the relationship between the claim and the reason by connecting

					the two with words, phrases and clauses, such as, as a result of, because of, therefore, for this reason. (E.g., Answering a text takes away your attention for about five seconds, which is time enough to travel the length of a football field. <i>For this reason</i> , no one should text when driving.)
W6.1d Establish and maintain a formal style.	Establish and maintain	Formal style	Write arguments	Create/Synthesize	Divide the class in half. Ask one half of the class to write a short note to a prospective employer stating why they are the perfect choice for a specific job. Students in the other half of the class will write a short note to a best friend, sibling, or family member suggesting reasons why they should come to visit. Allow students about five

					minutes to write their notes and then, as a class, compare the notes from each group and identify the differences in style.
W6.1e Provide a concluding statement or section that follows from the argument presented.	Provide	Concluding statement/section	Write arguments	Create/Synthesize	Give students a copy of a letter you have written in which you have made an argument for the refund of money you spent to purchase a product that does not work properly. Tell students you need a concluding statement or section that would follow logically from the argument you have presented. Give them about five minutes to write a conclusion, ask them to share their writing and discuss the responses.

W6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
W6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<p>Introduce</p> <p>Organize</p> <p>Include</p>	<p>Topic</p> <p>Ideas, concepts and information</p> <p>Formatting and multimedia</p>	Write informative/explanatory texts	Analyze	Give students a list of requirements for the purchase of a used car – make, model, age, mileage, standard features, extra features. Give them the used car Classified section of the newspaper and ask them to find two cars that are closest to matching your requirements. Then ask them to create a small chart using headings for each category and comparing the two vehicles. Ask students to share what they found to be the best buy for you.
W6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop	Topic	Write informative/explanatory texts	Create/Synthesize	Give students a copy of a restaurant review from the newspaper. Ask them to point out the facts and concrete details that are included. Are there

					any definitions? Tell them you think the review would have been stronger/better if the writer had included a quote from the owner. Ask students to create a statement that the owner might have made and select a spot where it would fit logically into the article. Ask students to share their work.
W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	Use	(Appropriate)Transitions	Write informative/explanatory text	Create/Synthesize	Give students a list of 10 cause and effect sentences (ones that will be meaningful to them) that are missing the transition words, e.g. I had a hole in my pocket _____[ <i>therefore</i> ] I lost my change. I better study my math facts _____[ <i>because</i> ] they will be on the next quiz. ____ [ <i>As a result of</i> ] the change to daylight savings time, I overslept and

					was late for work. Ask students to fill in the blanks with transition words that will make sense in the context and help clarify the relationship among the concepts.
W6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use	Precise language and domain specific vocabulary	Write informative/explanatory texts	Create/Synthesize	Make a list of 5-10 domain specific vocabulary words (e.g. compliance, contract, tenant, security deposit, terminated) taken from a real estate rental contract. Remove those words from the document leaving blank spaces in the text and give both the list and the document to students. Ask them if they can find the best place to insert the vocabulary words. Review the work as a class.

W6.2e Establish and maintain a formal style.	Establish and maintain	Formal style	Write informative/explanatory texts	Create/Synthesize	Give students a list of sentences that you have created or have compiled from a variety of sources. Ask them to identify those they would say are written in a formal style.
W6.2f Provide a concluding statement or section that follows from the information or explanation presented.	Provide	Concluding statement/section	Write informative/explanatory text	Create/Synthesize	Give students a copy of an account of an event (e.g., political, sporting, or theatrical) that has recently taken place (locally or nationally) from which you have removed the concluding statement or section. Ask students to write a logical concluding statement or section based on information from the account. Share the original conclusion with students and ask that they share their work with the class.



W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
W6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage and orient  Organize	Reader (by establishing context and introducing a narrator/characters)  Event sequence	Writing narratives	Create/Synthesize	Give students a list of three or four phrases that describe how to enroll in the adult education program. Ask them to use the phrases to create a narrative (complete sentences) telling a friend how to enroll in the program. Students should establish a context and provide details in a logical sequence. Ask students to share their work.
W6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use	Narrative techniques	Write narratives	Create/Synthesize	Ask students to write a short narrative of a conversation (using dialogue and description) with a pharmacist concerning the use of a new prescription medicine. Students' conversations can be fictitious. Give students about two minutes to gather their thoughts and

					five minutes to write their narrative. Ask them to share their writing with the class.
W6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Use	(Variety of) Transition words, phrases and clauses	Write narratives	Apply	Give students a copy of the illustrations used to show how to do something (assemble a bookcase, install a kitchen faucet, hook up an ice-maker) that you have cut apart. Use only the drawings. Ask students to put the illustrations in the correct order and then connect them with sentences using a variety of transition words, phrases, and clauses to indicate the sequence.
W6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Use	Precise words and phrases, relevant descriptive details, and sensory language	Write narratives	Create/Synthesize	Ask students to write a narrative (taking about five minutes) about an eating out experience, e.g., fast food restaurant, pizza shop, Italian or Chinese restaurant. Ask them to describe

					the setting, the smells, the sounds, the meal and the service as precisely as they can. Have students share their writing with the class.
W6.3e Provide a conclusion that follows from the narrated experiences or events.	Provide	Conclusion	Write narratives	Create/Synthesize	Give students a copy of a letter you have written to a car dealership telling about the events leading up to your purchase of a car. Ask students to provide a conclusion to this scenario based on the events outlined in the letter. Was the letter written because you are pleased with the car or because you are unhappy with the purchase? Students may choose which conclusion they believe is the best based on the beginning of the letter. Ask students to share their work with the class.

W6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce	(Clear and coherent) Writing	Writing	Create/Synthesize	Ask students to write a thank you note to elderly neighbor who collected their mail when they were out of town. Point out their note must address the task, purpose of their writing as well as the intended audience. Ask students to share their notes with the class.
W6.5 With some guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6, NRS Level 4, on page 52.)	(With some guidance and support from peers and instructor) Develop and strengthen	Writing	Writing	Analyze	Give students a short passage you have written about an upcoming event in the community (a draft with errors in grammar, punctuation, and sentence structure). Have students work in small groups to highlight errors and revise and edit the passage to correct the mistakes. Have groups share their work.

W6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use  Demonstrate	Technology (including the Internet)  Keyboarding skills	Produce and publish writing	Create/Synthesize	Depending on number of computers available, have students work individually, in pairs, or in groups to access information about the days local school children will be out of school for holidays, parent conferences and professional development days. Ask students to type a report showing how many days students will be out for each category and reflecting the total number of days students will be out of school.
W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct	(Short) Research projects	Research project	Analyze	Provide students with a copy of the classified ads, a listing from the Internet and a local apartment guide booklet for area apartments. List the parameters for an apartment search: price range, location, and size of apartment

					(number of bedrooms). Have students work in groups assigning each group one of the search criteria. Groups can share resources to find information and identify three possible apartment choices. Write each group's responses on the board to determine if any match all three criteria. If they don't, ask students how they would refocus the search.
W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gather  Assess  Quote or paraphrase	(Relevant) Information  Credibility (of each source)  Data and conclusions	(Multiple) Print and digital sources	Analyze	Present students with articles from the local paper and an Internet news service (e.g., CNN, CBS, ABC or NBC news) about a recent national event. Also share with them an account in which you have compiled information from the two sources. Ask students to determine whether you have accurately and

					adequately paraphrased the data or if you have relied heavily enough on the original text to have to credit the source. If necessary, review bibliographic information by creating a citation, with student input, crediting the source document.
W6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W6.9a Apply <i>NRS Level 4 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Compare and contrast	Texts (in different forms and genres)	Texts (in different forms and genres)	Analyze	Ask students to compare text presented in two different genres. For example, give them a copy of Lincoln’s “Gettysburg Address” and a copy of the poem (or part of the poem) “High Tide at Gettysburg” by Will Henry Thompson (available on the Internet). Ask what is alike between the two and what is different? Which has the most impact?

W6.9b Apply <i>NRS Level 4 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Trace and evaluate	Argument and specific claims	Text	Analyze	Divide class into two groups. Give each group a copy of an advertisement for a different product (e.g., toothpaste, cholesterol medication, cereal, vacuum cleaner, car). Ask students to identify the argument and the specific claims made in the ad. Ask them to highlight any supporting reasons and/or evidence given in the ad for those claims. What specific proof is given for the claims? Ask each group to report what they found.
W6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write	Range of discipline-specific tasks, purposes and audiences	Write ( for a range of discipline specific tasks, purposes and audiences)	Create/Synthesize	Give students a copy of part of a formal document (e.g., Kennedy’s Inaugural Address, Franklin D. Roosevelt’s Declaration of War, Martin Luther King’s “I Have a Dream” speech) with a paragraph highlighted.



					<p>Ask students how they would share the information in the highlighted paragraph with their best friend. Ask them to rewrite that portion of text in a letter to their friend. Have students share their writing so the class becomes aware of writing for different purposes and audiences.</p>
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KYAE Common Core Standards PD FY2011-2012

## Unpacking Chart for Writing Standards (7th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W7.1 Write arguments to support claims with clear reasons and relevant evidence.					
W7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Introduce  Acknowledge  Organize	Claims  Alternate or opposing claims  Reasons and evidence	Write arguments	Analyze	Give students an editorial from the local paper. The editorial should be one in which the author presents an argument on a particular topic. Have students identify the reasons and evidence the author gives for his argument. Ask students how they would frame an opposing argument and what reasons and evidence they would present to support the opposing argument. Write their suggestions on the board/chart paper/overhead.

W7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Support	Claim(s)	Write arguments	Analyze	Give students copies of two letters to the editor supporting the same argument. Ask students to highlight the evidence each writer uses to support his argument. Have students share the information they highlighted and identify which writer provided that evidence.
W7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Use	Words, phrases and clauses	Write arguments	Create/synthesize	Give students a copy of an advertisement for a food item. Ask students to identify the claim, reasons and evidence given in the ad. Ask them to take about five minutes and write an argument including word, phrases and clauses that would clarify the relationship between the claims made in the ad and the reasons and evidence.
W7.1d Establish and maintain a formal style.	Establish and maintain	Formal style	Write arguments	Create/synthesize	Ask student to write a short note to their local representative providing reasons for him/her to support increased

					funding for adult education programs. Remind students that they must maintain a formal style throughout the note.
W7.1e Provide a concluding statement or section that follows from and supports the argument presented.	Provide	Concluding statement or section	Writing argument	Create/synthesize	Give students a copy of an advertisement for a local restaurant. Ask them to take the argument and supporting facts from the ad and write a concluding statement based on and supporting the argument presented.
W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
W7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when	Introduce  Organize	Topic  Ideas, concepts and information	Write informative/explanatory texts	Create/Synthesize	Give students the following scenario: they have an opportunity to win tickets to an important event, such as a concert, sporting event, movie premier showing, but in order to do so, they must write a text explaining why they deserve to win the tickets. Ask students to write a draft of the

useful to aiding comprehension.					introductory paragraph to that text previewing what is to follow through organized ideas, concepts, and information and including strategies such as definition, cause and effect and comparison/contrast.
W7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Develop	Topic	Write informative/explanatory texts	Analyze	Give students a copy of a text describing the history of a national holiday, e.g., Fourth of July, Labor Day, Veterans' Day, Martin Luther King Day, Memorial Day. (Text is available on the Internet.) Ask students to read the article and mark the statements that are used to develop the topic. Ask students to identify these statements as facts, definitions, concrete details, quotations, examples, or other strategies.

W7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Use	Transitions	Write informative/explanatory texts	Apply	Find both a pictorial and written explanation of how to do something (e.g., change a tire, rescreen a screen door, plant a rose bush). Cut the written explanation into separate steps, removing any numbers or words that indicate the order of the steps. Ask students to use the pictorial explanation to put the written explanation in the correct order. Ask the students to use transition words to connect and clarify the information in the paragraphs.
W7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use	Precise language and domain-specific vocabulary	Write informative/explanatory texts	Create/Synthesize	Give students a copy of an information sheet explaining how to select an appliance, e.g., water heater, air conditioning unit, furnace). (Available on the Internet.) Ask students to highlight words in the article that are domain specific, e.g., FHR rating, <u>btus</u> , variable speed blowers.

W7.2e Establish and maintain a formal style.	Establish and maintain	Formal style	Write informative/explanatory texts	Create/Synthesize	Ask students to write a note (4-5 sentences) to their employer or to a child's teacher explaining an absence. Remind them that this writing style should be formal. Have students share their work.
W7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide	Concluding statement	Write informative/explanatory texts	Create/synthesize	Give students a copy of an account of a sporting event (e.g., Kentucky Derby; local or national basketball, football or baseball game; Olympic event) that you have retrieved from the Internet, a magazine or the newspaper. Ask students to rewrite the concluding statement or section to produce a different ending – but one that still could follow logically from the information presented.

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W7.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage and orient  Organize	Reader (by establishing a context and point of view; introducing a narrator and/or characters)  Event sequence	Write narratives	Create/synthesize	Ask students to plan a party – the kind of party and for whom is their choice. Ask students to do a quick write in which they establish the context and point of view, introduce the person/persons for whom they are holding the party and give a quick outline of the sequence of events/steps in their planning. Ask students to share their work with the class.
W7.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Use	Narrative techniques	Write narratives	Create/synthesize	Ask students to write a short description of an actual or fictitious meeting with a well-known local figure of their choice (e.g., mayor, state senator or representative, coach, horse trainer/owner). Ask them to Include a short conversation they might have with this person as they develop their experience. Give



					them about five minutes writing time.
W7.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Use	(Variety of) Transition words, phrases, and clauses	Write narratives	Create/Synthesize	Ask students to write a narrative about their daily routine. (This may be fictional if they prefer.) As part of this assignment, they must use a variety of transition words to take them from the time they get up in the morning until the time they go to bed at night and as they move from one setting during the day to another.
W7.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Use	Precise words and phrases relevant descriptive details and sensory language	Write narratives	Create/synthesize	Ask students to write about an experience they have had (e.g., cutting the grass, feeling snowflakes on their faces, hearing a train whistle, seeing a full moon). Set these requirements: Students must use precise words and phrases and include both descriptive details and sensory language.

					Give student three minutes to plan and five minutes to write. Ask them to share their work with the class.
W7.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide	Conclusion	Write narratives	Create/synthesize	Read students an account of a weather event (e.g., a tornado, earthquake, tsunami, hail storm) that you have retrieved from the Internet, a magazine or the newspaper. Ask students to write a new conclusion for the event that still logically could follow earlier events in the account.
W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Produce	Clear and coherent writing	Writing	Create/Synthesize	Ask students to write a short note to a best friend asking that friend to attend a special social event (e.g., birthday party, concert, sports event). Share notes in class and discuss how these notes would differ from a note written to a child's teacher, a boss, a religious leader, or a state senator or

					representative pointing out the different audience, purpose, and task.
W7.5 With some guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7, NRS Level 4, on page 52.)	(With some guidance and support from peers and instructor) Develop and strengthen	Writing	Writing	Analyze	Choose an article from the newspaper that might be of interest to students (e.g., a sports event, a health issue, gardening). Ask them to read the article to determine what audience the author was trying to reach, what the author was trying to tell the audience and if he/she achieved this objective. Ask students what edits or revisions they would make to the article to strengthen it or further develop the author's point.
W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use	Technology	(Produce and publish) Writing	Apply	(Requires some prework in instructing students how to cite sources.)  Depending on the number of computers available, have students work individually, in pairs, or in small groups

					to find two different facts from two different sites about their state using a search engine such as Google, Yahoo or Good Search. Ask students to provide a citation for the two facts they have found.
W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct	(Short) Research project (to answer a question)	Conduct short research project	Analyze	Depending on number of computers, have students work individually, in pairs, or in small groups to use an Internet search engine to find a description of their state flag including the date when it became the state flag and to cite their source for the information. Ask that they then write three questions that they would like to have answered about the state flag.
W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the	Gather  Assess	(Relevant) Information  Credibility and accuracy  Data and conclusions of others	Multiple print and digital sources	Analyze	Divide students into small groups. Present students with some ads for a large appliance (e.g., refrigerator, stove, dishwasher) from

credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Quote or paraphrase				different stores and the Internet. Ask students to identify the search terms they would have used to evaluate different brands of the appliance on the Internet. Ask students to compare the information from the ads and the Web. Which do they think is the most reliable? Work together to create a citation for one of the sources.
W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W7.9a Apply <i>NRS Level 4 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Compare and contrast	Fictional portrayal (of a time, place, or character)  and a  Historical account of the same period	Reading fiction (literature)	Analyze	Ask students to share facts they remember about a fictitious account of a historical event (e.g., the movie “Titanic”; “The Untouchables” movie or TV series, about the FBI and Al Capone; University of Kentucky basketball vs. Texas Western movie “Glory Road,” or other event you think of). Google both the fictional account and a historical

					<p>account of the same event (use an Internet search engine). There may be a video or YouTube account of one or both accounts that you can use in the class.) Compare the historical account with the facts students learned or remembered from the fictional account. Discuss how fictional accounts of events differ from historical accounts.</p>
<p>W7.9b Apply <i>NRS Level 4 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	Trace and evaluate	Arguments and specific claims	In a text (literacy nonfiction)	Analyze	<p>Give students a copy of persuasive writing (e.g., a letter to the editor, an Op-Ed piece, an advertisement). Point out the specific claims made in the document and ask students if there is evidence to support the claims. Give them a copy of another persuasive document and ask them to highlight the claims and to determine whether there is evidence to support the claims. Discuss their responses.</p>

W7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write (over extended time frames and shorter time frames)	Range of discipline-specific tasks, purposes, and audiences	Writing	Analyze	Give students a draft of a letter that you have begun to the state department of education asking that they not cut adult education funds. At this point the letter is written very informally. Ask students to edit the letter focusing on the style, purpose and audience of the letter. Watch to see if students are moving the letter from an informal to a more formal style. Ask students to share their edits with the class.
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## Unpacking Chart for Writing Standards (8th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W8.1 Write arguments to support claims with clear reasons and relevant evidence.					
W8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Introduce  Acknowledge and distinguish  Organize	Claims  Claims from alternate or opposing claims  Reasons and evidence (logically)	Write arguments	Analyze	Give students two opposing views of a topic (e.g., from the letters to the editor page of the paper, from the remarks of two politicians about a campaign issue, two movie critics' different reviews of the same movie). Ask students to make a chart stating each of the two claims and then listing the reasons and evidence of each view. Discuss results with class.
W8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	Support (with logical reasoning and relevant evidence)	Claims	Write arguments	Analyze	Present students with a claim (e.g., the Kentucky Derby is the greatest two minutes in sports, understanding fractions is easy, voting in an



understanding of the topic or text.					election is an important right). Consider student generated claims if they prefer one of their own choosing. Ask the students to provide reasons and evidence for why they support the claim. Ask students to share their thoughts with the class to determine if they have displayed logical reasoning and presented relevant evidence.
W8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Use	Words, phrases, and clauses (to create cohesion and clarify relationships)	Write arguments	Create/Synthesize	Give students two opposing views of a topic (e.g., from the letters to the editor page of the paper, from the remarks of two politicians about a campaign issue, two movie critics' different reviews of the same movie). Ask students to choose one of the views and highlight reasons and evidence the author cites for making the claim. What transition words does the author

					use to make the relationship among the claim, reasons, and evidence clear?
W8.1d Establish and maintain a formal style.	Establish and maintain	Formal style	Write arguments	Create/Synthesize	<p>Divide the class in half. Ask one half of the class to write a short note to a family member or friend explaining why you are quitting your job. Ask the other half of the class to write a note to a person in a leadership role (political, business, educational) expressing your opinion about a recent action taken (may be real or fictitious), such as voting for increased taxes, closing a plant, closing a neighborhood school). Have the class compare the note written by students in each half. What are the differences? How can you determine what is formal and what is informal writing?</p>

W8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Provide	Concluding statement or section	Write arguments	Create/Synthesize	Ask students to write the concluding statement/section to an article that presents an argument (e.g., movie critic, restaurant review, political stance on an issue, letter to the editor, Op-Ed article). Share their writing in class.
W8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.					
W8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Introduce  Organize	Topic  Ideas, concepts, and information	Write informative/explanatory texts	Create/synthesize	Ask students to write the beginning paragraph for a “how-to” topic (e.g., how to change a tire, how to plant a tree, how to make cornbread, how to remove a stain from clothing). Within that first/introductory paragraph, students should state the topic and preview what they are going to be telling the reader by identifying broad categories of information they will present (e.g. getting ready, doing the Job, finishing up), which could be represented by

					subheadings within a longer more complete writing.
W8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develop	Topic	Write informative/explanatory texts	Create/Synthesize	Present this scenario to your students. <i>You have rushed to the home of a family member or friend who has been injured. There is only on-street parking and the spaces are full, so you park in a no parking zone. You are with your friend/family member for a couple of hours. When you return to your car, you have a parking ticket. You are going to write a letter to the Traffic Division of your police force telling why you do not deserve the ticket. This is your one chance, so use well-chosen facts and concrete details. Quote your injured friend/family member to strengthen your explanation.</i> Tell the class they only have five minutes to write their letter. Share students'

					writing with the class.
W8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Use	(Appropriate and varied) Transitions	Write informative/explanatory texts	Analyze	Give students a group of out-of-order one-sentence facts/steps that present information on what to do in case of an automobile accident. (There are a number of Internet sites available from which to choose your sentences.) Ask students to arrange the sentences in a logical order and to connect similar ideas and concepts with transitions words (e.g., <i>Do not sign an insurance release right away.</i> and <i>Many injuries do not appear right away.</i> could be connected using the word "because."
W8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use	Precise language and domain specific vocabulary	Write informative/explanatory texts	Create/synthesize	Give students an article on what to do in case of a tornado (available on the Internet). Read the article together discussing domain specific vocabulary, such as rotating column of

					air, frontal systems, “dryline,” tornado watch/warning, debris). Then ask the students to write a summary of the article including as many of the vocabulary words as they can.
W8.2e Establish and maintain a formal style.	Establish and maintain	Formal style	Informative/explanatory texts	Create/Synthesize	Ask students to write a formal note to their city mayor complaining about severe potholes in city streets. Remind students that they must maintain a formal style throughout the note. Give students about five minutes to write their note. Have them share their writing with the class.
W8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Provide	Concluding statement or section	Write informative/exploratory texts	Analyze	Give students a concluding statement for an informative article (e.g., the history of “My Old Kentucky Home,” the making of a Louisville Slugger bat, the various kinds of tomatoes, which car is most highly rated for safety) and ask them to

					outline some facts they think the article must have contained. Compare the original to students' suggestions.
W8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
W8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Engage and orient  Organize	Reader  Event sequence	Write narratives	Create/synthesize	Ask students to write a review of a recent movie or TV show they have seen or a book they have read. Their audience will be the class. They must establish a context for their review and make clear their point of view. They will introduce the characters involved and sequentially develop the plot or storyline of the event.
W8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Use	Narrative techniques	Write narratives	Create/synthesize	Ask students to pretend they are reporters who are going to be conducting an interview with a well-known personality (e.g., music, film or TV star; political figure; sports figure). Students will pretend they have only five

					minutes in which to ask questions. Ask them to formulate their questions and arrange them in an order that will ensure that the interview unfolds in a logical sequence.
W8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Use	(Variety) Transition words, phrases and clauses	Write narratives	Create/Synthesize	Ask student to write a descriptive narrative of the events leading up to a special occasion in their lives (e.g., birthday, wedding, birth of child, adoption of a pet, attending a concert or sporting event). Remind them to use transition words or phrases to signal chronology of events and to include why this event outshines other events they may have chosen. Students will have a couple of minutes to plan and five minutes to write their narrative.



W8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Use	(Precise) words and phrases, relevant descriptive details, and sensory language	Write narratives	Create/Synthesize	Give students a copy of a photograph that appeared in a newspaper or magazine that shows a traumatic event, e.g., tornado devastation, result of the Japanese earthquake and tsunami, the New York Trade Center attack). Ask them to write a narrative using precise words and descriptive details and including sensory language (What do you, see, hear, feel and/or taste because of the photo?) telling what is happening in the photograph. Give them about five minutes writing time and then ask students to share their narratives with the class.
W8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	Provide	Conclusion	Write narratives	Create/Synthesize	Give students a choice of photographic images showing a variety of subject that you have taken from newspapers and magazines (e.g., automobile accident,

					<p>sunset over the water, a lighthouse during a storm, children playing, people at a public event, sports image). Ask students to think about what happened before the photo was taken and what is happening in the photo. Then ask them to write a conclusion to the narrative they have created in their story by considering what happened after the photo. Give students about five minutes to write and then share their work with the class.</p>
<p>W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	Produce	Clear and coherent writing	Writing	Create/Synthesize	<p>Give students an ad for a satellite TV company. Ask them to write a short argument either for or against the satellite TV service. Their job is to convince the rest of the class of their position through the development, organization and style of their writing. The paragraph must address</p>

					the purpose or the writing and be appropriate for the audience. Give students about three minutes to plan and five minutes to write.
W8.5 With some guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8, NRS Level 4, on page 52.)	(With some guidance and support from peers and instructor) Develop and strengthen	Writing	Writing	Analyze	Give students a draft copy of a report from the Internet on a topic of interest (something you have researched on the Internet and have left in a very rough draft form) (e.g., How many students have received a GED credential since the service began? How would an earthquake along the New Madrid fault affect Kentucky? Are mining safety laws adequate?) Ask them to read through the report (3-5 paragraphs) and look for corrections they might make or wording they might change (editing). Display the report using an LDC or overhead projector, a document camera or a smart board. Ask

					students to share their edits and mark the changes on the displayed copy of the report.
W8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Use	Technology (including the Internet)  (To produce and publish writing and present relationships between information and ideas.)	Produce and publish writing	Analyze	Give students two different Internet sites to access information about the requirements to vote and voting locations within their county. Ask them to work individually, in pairs, or in a group to retrieve and read the information. Then ask that they write (keyboard) a summary of the information and print it out to share with the class.
W8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct	(Short) Research projects	Conduct research projects	Analyze	Present students with a question about a financial topic (e.g., How do you create a budget? How does the interest on a credit card affect payment? What does it mean to pay yourself first?) Ask them to Google the topic and find two sites that answer the question.

					Ask them to summarize the answer to the question and any other focused question they have about the same topic. After information has been keyboarded, have students save it in a folder they have created on the computer.
W8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather  Assess  Quote or paraphrase	(Relevant) Information  Credibility and accuracy  Data and conclusions of others	Multiple print and digital sources	Analyze	Give students at least two articles from the Internet about the benefits/advantages to leasing a car. (Perhaps one article might be from Wikipedia, one from a car manufacturer and one from a news source, such as <i>US News and World Report</i> ). Go over the articles with the class, pointing out the sources. Ask students which they believe would be the more credible and why.
W8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					

W8.9a Apply <i>NRS Level 4 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	Analyze (how work of fiction draws on themes, patterns of events or character types)	Work of fiction	Reading literature (myths, traditional stories, religious works, such as the Bible) or informational texts	Analyze	Ask students to think about the super heroes they have read about or seen in the movies, e.g., Spider man, Batman, Superman, Superwoman. Read aloud a passage you have retrieved from the Internet giving the characteristics of mythological heroes, such as those from ancient Greece. Ask students to help you make a list of the characteristics of the mythological heroes. Then ask them if these are the same characteristics of the super heroes they know. What is alike, what is different? In what way do the superheroes represent new versions of the mythological heroes?
W8.9b Apply <i>NRS Level 4 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and	Delineate and evaluate  Recognize	Argument and specific claims  Irrelevant evidence	In a text (Literary nonfiction)	Analyze	Give students copies of two letters to the editor that deal with the same topic. Ask them to analyze the two,

specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).					determining what argument each is making, whether the reasoning for each argument is sound and the evidence provided is relevant and enough. Is any irrelevant evidence include in either post? Ask students to share their thoughts with the class.
W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write (over extended time frames and shorter time frames)	Range of discipline-specific tasks, purposes and audiences	Writing	Create/Synthesize	Give students a specific task, purpose and audience for which to write (e.g. a note to your child’s teacher to discuss bullying/absence/how you can help at home; an e-mail to the post office to stop delivery of your mail for three days while you are out of town; a note to a friend to tell about an upcoming event (wedding, birth of baby, graduation)). Students may choose any one or may suggest one of their own purposes and

					audiences. Ask students to read their notes and ask the class to determine if the notes were appropriate for the audience and met the purpose of the writer.
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